



**CALIFORNIA  
POSTSECONDARY  
EDUCATION  
COMMISSION**



**Improving Teacher Quality  
State Grants Program**

## Technical Assistance Workshop

A series of workshops will be held in May and June in order to answer questions regarding the Improving Teacher Quality State Grants Program funding criteria and to discuss in more detail the proposal solicitation and grant selection processes. *Attendance at a workshop is optional.* (Please note that these dates and locations differ from those indicated in the April notice of *Intent to Request Proposals*.)

Oakland - May 22  
Fresno - May 27  
Los Angeles - May 28  
San Diego - May 29  
Redding - June 2

To adequately prepare for the workshops, the Commission would like to know the number of persons who will attend at each location. Therefore, we would appreciate notification of your attendance by completing the enclosed form or sending an email to [TeacherQuality@cpec.ca.gov](mailto:TeacherQuality@cpec.ca.gov).

*“The No Child Left Behind Act of 2001 (NCLB) amends the Elementary and Secondary Education Act of 1965 (ESEA) by making significant changes in the major federal programs that support schools’ efforts to educate the nation’s students. NCLB is based on principles of increased flexibility and local control, stronger accountability for results, expanded options for parents, and an emphasis on teaching methods based on proven, scientifically-based professional development strategies that have been shown to increase student academic achievement.”*  
U.S. Department of Education  
Non-Regulatory Draft Guidance  
Title II, Part A,  
Improving Teacher Quality State Grants Program  
December 2002

www.cpec.ca.gov

## Notice of Intent to Request Proposals for the Improving Teacher Quality State Grants Program

The California Postsecondary Education Commission solicits proposals to fund projects under the federal Improving Teacher Quality State Grants Program to support the preparation, induction, and professional development of K-12 public and private school teachers and other school-based personnel in the subjects of MATHEMATICS, SCIENCE, ARTS, CIVICS AND GOVERNMENT, ECONOMICS, ENGLISH, FOREIGN LANGUAGES, GEOGRAPHY AND HISTORY.

### Background

Since 1985, the Commission has received approximately \$60 million in federal funds to improve the teaching workforce in California and has awarded 173 grants to a variety of educational entities, including K-12 school districts, institutions of higher education, informal science centers, and non-profit educational organizations.

Congress originally authorized the program in 1984 under Title II of the Education for Economic Security (EESA) Act (Public Law 98-377) to improve instruction in elementary and secondary mathematics, science, and foreign languages. In 1989, under the reauthorized federal Elementary and Secondary Act of 1965 (ESEA), the emphasis on professional development was continued and Congress authorized the program as the Dwight D. Eisenhower Mathematics and Science Education State Grant Program (Public Law 100-297). The Eisenhower Program focused on mathematics and science instruction, thereby eliminating foreign languages. In 1994, the Eisenhower Program was again continued under the reauthorized ESEA, Improving America’s School Act (Public Law 103-382), and was expanded beyond mathematics and science to include reading, arts, civics and government, economics, English, foreign languages, geography, and history.

In the most recent reauthorization of the federal ESEA, Congress passed House Bill 1, No Child Left Behind Act (NCLB) of 2001 (Public Law 107-110). Title II, Part A, of NCLB contains provisions for states to access federal resources via a formula and grant program mechanism to improve the academic content knowledge of teachers, principals, and other school based personnel.

Under Title II, Part A, of the NCLB Act, the California Postsecondary Education Commission (hereafter referred to as the Commission) is authorized to conduct the grant competition portion of the provisions. The Commission administers the competitive grant portion of the Program to provide grants to institutions of higher education in partnership with local educational agencies. In addition, Title II, Part A, allows partnerships that include non-profit organizations, business and industry, and community-based organizations. The Commission anticipates that it will have \$10 million to support Improving Teacher Quality State Grants projects that meet the goals of the legislation. Outlined herein are the types of projects to be supported and the conditions under which grants for these projects will be awarded.

PLEASE NOTE: Under the federal No Child Left Behind Act of 2001, each state and territory administers two programs: a formula grant program conducted by the K-12 state department of education and a competitive grant program administered by a higher education entity. **In California, the California Department of Education (CDE) administers the formula grant portion of the Improving Teacher Quality State Grants Program, Title II, Part A.**

### IMPORTANT NOTICE

This is not the application for the formula portion of the Improving Teacher Quality State Grants Program. Please contact Robert Lee, California Department of Education, at 916-657-5259 for information regarding the Title II, Part A, formula program.

*“...to ensure that every child in America is exposed to professionals that demonstrate a high level of content knowledge and instructional competence.”*

House Bill 1,  
December 2001  
No Child Left Behind  
Act of 2001, Teacher  
and Principal  
Recruitment and  
Training Fund, Title  
II, Part A  
(Renamed Improving  
Teacher Quality State  
Grants Program,  
December 2002)

## Mandated Requirements

TO BE ELIGIBLE TO APPLY FOR AND RECEIVE AN IMPROVING TEACHER QUALITY STATE GRANT, ALL PROJECTS

- ❖ **MUST** provide evidence that the activities are developed and implemented under a joint agreement between an institution of higher education's school of education, a department within the college of arts and sciences, and a Local Educational Agency (i.e., one K-12 school district, a consortium of schools or districts, an individual public or private school, etc.). At the time the final application is submitted, signatures must be included from appropriate personnel within the school of education, department of arts and sciences and the Local Educational Agency (LEA). In addition, a partnership *may* include a public charter school, a non-profit educational organization, another college or university, a non-profit cultural organization, an entity carrying-out a pre-kindergarten program, or a business. The award, however, is made to the institution of higher education.
- ❖ **MUST** draw from scientifically-based research. NCLB defines the term "scientifically-based" as strategies that have been proven to work in schools. The term scientifically-based includes research that applies rigorous, systemic, and objective procedures to obtain knowledge that identifies teaching competencies to improve student academic achievement;
- ❖ **MUST** develop a plan for adding to the existing research base that provides a foundation for the proposed project. The plan should detail how the project will contribute to existing research and a method to disseminate the information to the field;
- ❖ **MUST** serve high need schools. A high need LEA is one that serves at least 10,000 children from families with incomes below the poverty line **OR** schools in which 20 percent of the children are from families below the poverty line. Also, a high need school is one in which a high percentage of teachers are teaching subjects outside of their certification level **OR** in which there is a high percentage of teachers with emergency, provisional, or temporary credentials; and
- ❖ **MUST** submit to the Commission a *Letter of Intent to Submit a Proposal* form. This form must contain the signature of representatives from the local educational agency and institution of higher education. Only those partnerships who submit a *Letter of Intent to Submit a Proposal* and receive notification of acceptance from the Commission will receive the final application package.

If additional copies of the *Letter of Intent to Submit a Proposal* form (p. 4) are needed, please feel free to reproduce copies or contact the Commission at 916-323-4016. (See complete Application Process and Timeline, p. 8)

## Goals of the State Grant Program

The underlying purpose of the Improving Teacher Quality State Grants Program is to assist prospective and current K-12 teachers, principals, and other school-based personnel in gaining access to professional development activities. The project may also serve parents. As such, the design should:

- ❖ Have a lasting and positive impact on classroom practices and student performance and be sufficiently sustained, intensive and of high quality.
- ❖ Connect with challenging national and state content standards.
- ❖ Integrate into the systemic reform efforts of states, school districts, and individual schools.
- ❖ Reflect current research on diverse teaching and learning methods and styles.
- ❖ Include strong academic content and contemporary pedagogical elements.
- ❖ Incorporate activities and effective strategies for serving teachers and students from groups identified as historically underserved and underrepresented in particular subject areas, such as science and mathematics. In addition, incorporate activities to address needs of English Language Learners.

*The open competition seeks the best ideas from California's professional development providers in all NCLB subject areas. In addition, the Commission is interested in projects that seek to integrate mathematics and science with other subject areas.*

- ❖ Take into account that effective teaching and learning takes place in formal and informal settings.
- ❖ Value and demonstrate the essential role of prospective and current K-12 personnel in planning and implementing the professional development activity.

The Commission also will consider funding the "academy model" of preparation that involve prospective and current teachers part of the day in their own professional development and the remainder of the day in the application of this knowledge with students in a classroom setting. However, recognizing that the central purpose of the Improving Teacher Quality State Grants Program is professional development, grant support for project activities to support K-12 students may not exceed ten (10) percent of the total budget requested. Finally, the Commission seeks to fund projects within four separate, but related initiatives.

## Improving Teacher Quality State Grants Program Year One Funding Initiatives (2003)

### Funding Initiative 1 Open To All Subjects and Grade Levels

The professional development of the teaching force and school leadership is a necessary condition for improving California's schools and student achievement. In funding these NCLB projects, the Commission has three goals: (1) to enhance the professional development of California teachers including, but not limited to, subject matter and pedagogical content mastery; (2) to increase levels of student achievement; and (3) to select projects with a sound plan, including high quality standards based curricula and instruction that engages all students.

To this end, the Improving Teacher Quality State Grants Program in California allows for professional development activities designed for prospective and current K-12 teachers, principals, and other school-based personnel. It is expected that throughout each project there will be:

- (1) attention to articulation between state standards and subject matter content area;
- (2) attention to pedagogy and instructional delivery;
- (3) attention to multi-cultural and multi-language awareness training;
- (4) attention to special needs students; and
- (5) attention to developing strategies to successfully raise expectations among teachers and administrators about what students can accomplish academically.

Again, the Commission also encourages activities that include parents (and other caregivers/guardians) and community organizations.

# IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM

## LETTER OF INTENT TO SUBMIT A PROPOSAL

**DUE JUNE 13, 2003 BY 5:00 P.M. (FAXES WILL NOT BE ACCEPTED)**

### **FUNDING INITIATIVE**

- ☐ Open
- ☐ Technology
- ☐ Secondary School  
Subject Matter
- ☐ Recruitment,  
Preparation, Retention

### **SUBJECT(S)**

- ☐ Arts
- ☐ Geography
- ☐ Civics & Government
- ☐ History
- ☐ Foreign Language
- ☐ Economics
- ☐ English
- ☐ Science
- ☐ Mathematics

### **GRADE LEVEL**

- \_\_\_\_\_ through \_\_\_\_\_  
and/or
- ☐ Recruitment
- ☐ Preparation
- ☐ Retention

***Please provide a 2-3 page double-spaced summary (12-point font) of the project with the following information: (1) population(s) to be served and needs to be addressed; (2) a brief description of the project; (3) anticipated outcomes; and (4) scientifically-based research to support the project design. (Please prepare your summary in this order. Please do not send attachments and materials with the Letter of Intent, as they will NOT be reviewed.)***

### **PROPOSED PROJECT LEADERS**

#### ***Institution of Higher Education***

***(The project leader may be from either the Department of Education OR Arts and Sciences.)***

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City/zip code: \_\_\_\_\_ Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

#### ***Local Educational Agency***

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

City/zip code: \_\_\_\_\_ Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

Additional partners: \_\_\_\_\_

### **AUTHORIZATION TO SUBMIT**

**Failure to obtain signatures from individuals with authority to receive funds for the local educational agency and the institution of higher education will result in this request not being accepted. Therefore, a proposal application packet will NOT be sent.**

*Institution of Higher Education  
Department/School of Education OR Arts and Sciences*

*Local Educational Agency*

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
Name and title (typed)

\_\_\_\_\_  
Name and title (typed)

# IMPROVING TEACHER QUALITY STATE GRANTS PROGRAM

## Technical Assistance Workshops

### Attendance Form

**PLEASE PROVIDE THIS INFORMATION BY**  
**Tuesday, May 20 (for Oakland) OR Friday, May 23 (other locations)**

Please fax form to (916) 324-6600 or email information to [TeacherQuality@cpec.ca.gov](mailto:TeacherQuality@cpec.ca.gov)  
(This form CAN be electronically transmitted.)

**Please check location *and* time that you plan to attend.**

***Oakland***      9:00 a.m. to 12:00 p.m. ☐      OR      1:00 p.m. to 4:00 p.m. ☐  
**Thursday, May 22**  
**Oakland Airport Hilton Hotel**  
**1 Hegenberger Road**

***Fresno***      9:00 a.m. to 12:00 p.m. ☐      OR      1:00 p.m. to 4:00 p.m. ☐  
**Tuesday, May 27**  
**California State University**  
**Viticulture Building**  
**2360 E. Barstow Avenue**  
**(Courtesy parking in lot "Q" directly across from building)**

***Los Angeles***      9:00 a.m. to 12:00 p.m. ☐      OR      1:00 p.m. to 4:00 p.m. ☐  
**Wednesday, May 28**  
**Embassy Suites Hotel North at LAX Airport**  
**9801 Airport Boulevard**

***San Diego***      9:00 a.m. to 12:00 p.m. ☐      OR      1:00 p.m. to 4:00 p.m. ☐  
**Thursday, May 29**  
**Reuben H. Fleet Space and Science Center**  
**Community Forum**  
**1875 El Prado, Suite 5**

***Redding***      9:00 a.m. to 12:00 p.m. ☐      OR      1:00 p.m. to 4:00 p.m. ☐  
**Monday, June 2**  
**Shasta College**  
**11555 Old Oregon Trail**

NOTE: Depending on the level of interest, times of workshops may change. Please check commission website for possible changes.

Number of persons attending ☐

Name of person submitting this form \_\_\_\_\_

Institution/agency \_\_\_\_\_

Email address and/or telephone number \_\_\_\_\_



*“We are failing to incorporate the information revolution into our educational system... If we are to have any future at all, we must use technology to help trigger a concomitant revolution in our system of education.”*

Howard Levine, The Technological Trigger: Fostering Educational Revolution, Journal of Science and Technology, Volume 4, No. 3, 1995

## Funding Initiative 2 Technology Initiative

The appropriate use of technology may play an important role in solving pressing national and statewide educational problems. Technology holds the promise to provide tools and opportunities by:

- ❖ Enriching the learning environment through utilizing and developing technology (e.g., web-based dissemination, video streaming via the Digital California Project Network, etc.) to enable its effective and innovative use in the subject matter competence of school-based personnel and the schooling of children.
- ❖ Meeting the needs of special student populations (e.g., differently-abled students, English Language Learners, special needs students) by providing new modalities of instruction.
- ❖ Improving productivity and cost-effectiveness (e.g., professional development activities using distance learning, synchronous and asynchronous online learning in combination with face-to-face professional development, etc.).

To meet this promise, schools and universities should work collaboratively with the many entities in the state that have taken active and important roles in the development and use of technology.

To that end, the Commission encourages projects under the Technology Initiative to include one or more of the following:

1. Partnerships and activities with businesses and industries vested in technology or with non-profit entities in order to expand the resource base and draw upon efforts to improve the quality of teaching and enrich the learning environment for students.
2. Partnerships and activities that foster regional consortium to integrate existing resources (e.g., digital libraries, Internet2, computer-adaptive testing, online learning, etc.) or that utilize data based decision-making.
3. Partnerships and activities designed to use technology that will improve the content knowledge in the subjects covered under NCLB. Such a design should ensure the improvement in the content knowledge of teachers, principals, and other school-based personnel that is based on integrating technology with curriculum, instruction, and assessment. In doing so, these models build on successful practices while creating and sustaining strong learning communities.
4. Partnerships and activities designed to aid school-based personnel to identify appropriate digital resources and effective methods that incorporate digital resources into lessons and the delivery of instruction.
5. Partnerships and activities designed to increase technology literacy among school-based personnel. This literacy requires that all school-based personnel know and understand the power and use of technology and that they know how to apply that technology to their local educational settings. The professional development activities and resources should foster technology literacy (e.g. online collaborations, discussions, dissemination of “best practices,” etc.) and integrate technology across the project elements.

**PLEASE NOTE:** Applicants submitting under this initiative are directed to a newly authorized federal program as a possible additional source of support for the proposed project: <http://www.cde.ca.gov/edtech/eett/compelig.htm>.

*“Students in schools with the fewest credentialed teachers have the highest failure rate on the California High School Exit Exam: If at least 91% of teachers are properly credentialed, more than 50% of students pass; when less than 79% of teachers are properly credentialed, more than 75% of students do not pass.”*

The Center for the Future of Teaching and Learning in California's Teaching Force: Key Issues and Trends 2002

*“In California, 17% of all mathematics teachers and 23% of all science teachers do not have the proper credential. Also in California, 56% of mathematics credentials and 39% of science credentials granted in 2000-01 were either by waiver*

[www.cpec.ca.gov](http://www.cpec.ca.gov)

## Funding Initiative 3 Secondary School Content

The Commission recognizes a special need in California to bolster the subject matter and pedagogical content knowledge of secondary school teachers in grades 7-12. Projects under this Initiative should take into account that:

- ❖ The primary focus for NCLB professional development activities is to improve the knowledge of teachers, principals, and other school personnel in one or more of the core academic subjects and in effective instructional teaching strategies, methods, and skills.
- ❖ Scientifically based research demonstrates the efficacy of professional development activities steeped in the content knowledge of specific subject matter areas.
- ❖ Data in the Secretary of Education's Annual Report shows the percentage of California teachers on waivers in several content areas to be among the highest in the nation.

This Initiative directly supports the legislative intent to provide learning opportunities for teachers and students from low performing intermediate and high schools. In order to help California meet the challenge of a highly qualified teacher in every classroom, the Secondary School Content Initiative has three major requirements:

1. Projects should focus on the delivery of standards-based content. A broad and deep knowledge of subject matter is a necessary condition of being a highly qualified teacher. Applicants must design activities to ensure that project teachers and other school personnel develop sufficient depth and breadth of specific, standards-based content knowledge as well as the pedagogical content knowledge needed to effectively teach this information to all students.
2. Projects should focus on school (or district) subject matter departments. Professional development is enhanced through collegial effort. In secondary schools, the department level is a prime arena to cultivate collegial interaction. Focusing on collegial interaction encourages mutual support, communication, and departmental reform. Applicants must design activities that involve the majority of members from a large department (or departments from across a district), that facilitate ways to increase departmental collaboration, and that employ standards-based content as the lever for change. Although the primary focus of this initiative is grades 7-12, projects may include grade 5-6 teachers from feeder elementary schools.
3. Projects should focus on content driven academic discourse, especially as it impacts English Language learners. All academic disciplines have subject specific ways of thinking, speaking, and writing. Projects must include activities that enhance teacher-participant knowledge and use of content specific language. Highly qualified teachers demonstrate the skills necessary to share this academic discourse with all students.

## Funding Initiative 4 Pipeline to Professional Certification in Mathematics and Science: Teacher Recruitment, Preparation, and Retention

Schools with low scores, high-poverty, and high populations of African-American and Latino students are up to five times more likely than their peers in high-achieving schools to have a teacher who has not yet passed California's minimum threshold for entrance into the teaching profession (The Center for the Future of Teaching and Learning, 2002). The No Child Left Behind Act requires teachers to be highly qualified by the end of the 2005-06 school year. The Commission recognizes that one of the challenges affecting the quality of teaching at the K-12 level in the state is the shortage of **secondary mathematics and science teachers** with a professional teaching credential. In order for California to meet the NCLB requirements of highly qualified teachers in every classroom, several things must occur:

- ❖ Individuals with strong mathematics and science backgrounds and enthusiastic dispositions for mathematics and science need to be recruited into teaching. These can include under-



or emergency permit.”  
California  
Commission on  
Teacher Credentialing,  
2002.

## Program Administration

The Commission, in consultation with a State-level advisory committee, administers the Improving Teacher Quality State Grants Program in California. Questions regarding the program or this notice should be directed to:

**Linda Barton White**

Manager,

Academic Programs Unit

(916) 322-7984 or

[lwhite@cpec.ca.gov](mailto:lwhite@cpec.ca.gov)

**Steven Thomas**

Executive Fellow

916-322-8018 or

[stthomas@cpec.ca.gov](mailto:stthomas@cpec.ca.gov)

**Tammie Denyse**

Administrative Coordinator

(916) 323-4016 or

[tdenyse@cpec.ca.gov](mailto:tdenyse@cpec.ca.gov)

California Postsecondary  
Education Commission  
1303 J Street, Suite 500  
Sacramento, CA 95814-2938  
Fax to (916) 324-6600

[www.cpec.ca.gov](http://www.cpec.ca.gov)

- graduate students and “change of career” professionals.
- ❖ Teachers currently teaching without preliminary certification need access to alternative and innovative methods of certification that also support teachers’ efforts in the classroom (e.g., to increase student achievement of ALL students, and in particular English language learners, to provide rigorous, coherent mathematics and science instruction, or to foster a college-going environment).
- ❖ With California’s new law SB 2042, teachers need a strong two-year induction program that supports instruction that is aligned with the mathematics and science California Academic Content Standards and the California Standards for the Teaching Profession.

In order to address these challenges, the Pipeline Initiative has the following requirements:

1. Projects should center on mathematics or science content. In addition, teachers’ and classroom students’ disposition for engaging in mathematics and science is of importance.
2. Projects should connect undergraduate preparation (undergraduate program in mathematics and science), professional preparation (preliminary certification), and induction (professional certification) with the purpose of professional certification in mathematics or science for all participants.

## The Application Process And Timeline

Again, only those applicants who submit the *Letter of Intent to Submit a Proposal*, due June 13, 2003, will receive an official Request for Proposal application.

The final application package will provide detailed information that must be provided in the formal proposal. The package will also describe the process that will be utilized to evaluate proposals and select 2003 grant awardees.

**Friday, June 13, 2003, by 5:00 p.m.**

### **Deadline for Submission of Letter of Intent**

Deadline for the submission of the *Letter of Intent to Submit a Proposal* form to the California Postsecondary Education Commission, 1303 J Street, Suite 500, Sacramento, CA 95814. *Applications not received in the Commission Office by 5:00 pm, June 13, will not be accepted.*

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*The following is applicable only to those institutions receiving an application form from the Commission on or about June 20, 2003*

**August 25, 2003, by 5:00 p.m.**

### **Deadline for Submission of Proposal Application**

Grant application packages will be mailed to institutions that meet the requirements in the *Letter of Intent to Submit a Proposal*. Grant proposals are due to the California Postsecondary Education Commission office by 5:00 p.m.

**September 29 - October 3, 2003**

### **Interviews**

Mandatory interviews will be conducted with potential project personnel. Those unable to attend will not be considered further in the grant review process. (Please note date change from original notice in April.)

The Commission anticipates holding the interviews in two locations in the state -- one north and the other in south. Depending on the number of finalists, interviews will be conducted at each site. Those institutions invited to interviews will be given preference for location and time.

**October 26, 2003**

### **Awardees Notified**

Notification of awards will be made on or about October 26.



*Dated Material*  
*Please Open Immediately*

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